



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

EDITORIAL

The problem of the articulation of the elementary school and the high school still vexes us. Indeed, the presence in the ninth grade of large numbers of children with minds not especially bookish, from homes where there is little of linguistic culture—children who in former times would probably have failed to complete the work of the grammar school—makes us even more acutely conscious of the problem. Their utter inability to accomplish anything in their new surroundings cannot be overlooked.

The conferences between high schools and the grade schools from which they draw, which were so strongly recommended in this column in September, certainly constitute the first step in overcoming the difficulty. They will, however, fall far short of providing a solution unless they consider methods as well as the subject-matter of instruction. It is clear to careful observers that the difficulties of the ninth-grade child are due even more to the difference between the procedures and demands of his earlier teachers and those of his new ones than to the actual difficulty of the facts or skills which he is expected to master.

Several influences have contributed to differentiate sharply the methods of the eighth grade from those of the ninth. In the early years of school, children must be given very considerable guidance and help if they are to make satisfactory progress. In many cases the upper-grade teacher began her teaching career with the younger children, and the principal has the little tots constantly before him. As might be expected, the traditional attitude of the elementary school towards its pupils is quite maternal. On the other hand, the high-school graduate will pass immediately to college or to commercial work where he will be expected to perform accurately, with a minimum of assistance, and with little or no allowance for personal peculiarities or brilliance in some other activities. Naturally, then, the ideal for the twelfth grade has come to be thoroughness and independence. Unfortunately,

methods suitable to develop this in seniors of eighteen have often been employed by the same teacher during the next period with children three years younger and accustomed to an entirely different régime.

Departmental organization in the high school and its absence in the elementary school have contributed to this same divergence of methods. The elementary teacher, knowing her pupils intimately, and too much distracted by the demands of many subjects to acquire a specialist's knowledge of any, tends to think primarily of the total personalities of the children under her care. The high-school teacher, seeing the children but one period a day and many of them for but one semester, usually with more scholastic training before entering the profession and with opportunity to concentrate upon one field, almost inevitably considers the mastery of subject-matter the chief, if not the only, essential. The elementary teacher is notably lenient concerning the performance of a single day or week or in a single subject if the quality of other work and the spirit be right. The high-school teacher is frequently as inexorable concerning the promptness of performance and the accuracy of the minutest detail as a Shylock demanding that which was nominated in the bond—or a religious bigot exterminating heresy.

Great differences should exist between children of the third grade and those of the twelfth, and between the methods of their teachers. Gradual transition from the one to the other is the great need which few school systems are meeting. The mere introduction of the junior high school organization will by no means solve the problem, although it may ameliorate the present situation. To insure the steady progress which is desired, there must be frequent conferences and visits between teachers of neighboring grades. Especially must there be conferences and exchange of visits between the workers in the eighth and ninth grades. There must also be realization by high-school teachers that when they pass from a senior class to a freshman class, they are making a change quite as great as that between the eighth grade and the fifth, and that their methods and demands must be adapted to the needs of the children under their care at the moment.